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ABSTRACT

A study compared the effectiveness of three different story-telling strategies on a preschool disabilities population. Participants were exposed to stories through oral story telling using auditory cues only, story telling with illustrations such as Big Books, or story telling using illustrations and puppets. Participants were asked to retell the stories either orally, using visual aids, or through role-play with the use of puppets. Results indicated a significant difference in the participant's recall when manipulatives were involved. (Contains 44 references and 3 tables of data; appendixes contain 2 oral scripts.) (Author/RS)

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ED 427 382

USING MANIPULATIVES TO RETELL A STORY WITHIN A PRESCHOOL DISABILITIES SETTING

By
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Presented in Partial Fulfillment of the Requirement for the Degree of Master of Arts

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Abstract

A study was conducted comparing the effectiveness of three different story-telling strategies on a preschool disabilities population. Participants were exposed to stories through oral story telling using auditory cues only, story telling with illustrations such as Big Books, or story telling using illustrations and puppets. Participants were asked to retell the stories either orally, using visual aids, or through role-play with the use of puppets. Results indicated a significant difference in the participant's recall when manipulatives were involved.

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According to Vygotsky (1978, p. 24), speech plays an essential role in the organization of higher psychological functions. "The most significant moment in the course of intellectual development, which gives birth to the purely human forms of practical and abstract intelligence, occurs when speech and practical activity, two previously completely independent lines of development, converge.

An obstacle disabled preschoolers face is in the area of language development. Perhaps receptively the preschooler is not processing or understanding the information. Perhaps the child can understand the communication, but cannot express him or herself effectively or clearly enough to respond appropriately.

This is not only a concern for language and intellectual development, but also for the impact it has on emergent literacy. Current research (Pelligrini, 1982; Hall, 1989) supports a cognitive link between language production and story comprehension. Oral language development has a crucial impact on learning to read.

A successful intervention (Hoyt, 1989) widely employed by teachers of disabled preschoolers is to provide language models through peer interaction and play, and read alouds. Preschool children are at an age where play is an important part of their every day lives. Using drama is a natural extension of play. It is an active involvement, which uses the children's bodies and voices as a way of communicating their understanding. Play and drama occur in a social context where learning can be maximized through peer interaction and modeling (Teale, 1982).

Reading stories helps children to develop more sophisticated language structure, extends background knowledge, and develops an interest in reading (Chomsky, 1972; Durkin, 1966). Print is an expressive communication. Stories provide for a model for

children to express themselves more effectively by the sequential construction, as well as by exposing them to new vocabulary.

Retelling stories using manipulatives such as puppets is a form of drama. According to Morrow (1989), it also provides a vehicle of communication for those children who are shy and a little reluctant because it provides security as the child is speaking through the puppet.

Story retelling is post reading or post listening recalls in which readers or listeners tell what they remember orally (Morrow, 1989). Retelling stories requires an integration of information the child can relate to his or her own schema. The more actively engaged the child is, the more readily knowledge is integrated into the child's schema (Pelligrini & Galda, 1982). Retelling the story helps the child interpret and internalize the story so that it makes more sense to him or her.

Research (Brown, 1979; Pelligrini & Galda, 1982) also indicates children who are actively involved with story reconstruction are better able to facilitate comprehension of the story. Story reconstruction as defined by Brown is thinking about individual story events and arranging pictures of the story in sequence. Mentally reconstructing these events and arranging pictures help children build an internal representation of the story (Morrow, 1989).

Story telling only involves the teacher telling the story to the children without the use of manipulatives. The children then retell the story after only hearing it. Story telling using visual aids employs the use of Big Books and picture sequencing cards as cues, as well as an auditory input. Story telling using puppets engages the child to retell the story

through role-play. The latter involves auditory and visual aids as well as involving the most active participation.

Story retellings have been used primarily as an assessment tool to test other strategies, rather than being used as a strategy in itself (Morrow, 1985). In a survey conducted by Morrow (1982), nursery school and kindergarten teachers viewed retelling stories as time consuming and difficult for children. Without documented educational value, they were reluctant to spend time on employing story retelling as a strategy.

Hypothesis

To provide some such evidence, the following study was undertaken. It was hypothesized that no improvement in a story retelling would be found when an increase of manipulatives is introduced, or when the engagement of the child is increased.

Methods

Research was conducted in a public school in central New Jersey. A total of 5 children of varying socio-economic status ranging from upper middle to lower income families participated.

Participants came from the afternoon session of a preschool disabilities class consisting of 5 children; 3 boys and 2 girls. This session consisted of a multicultural make up, containing 1 Afro-American, 1 Asian and Spanish mix, and 3 Caucasians. Ages ranged from 3 to 5 years.

Preschool Disabilities is an umbrella classification of children who are at risk for kindergarten, and who meet the criteria of evaluations administered by the Child Study Team. The umbrella classification of Preschool Disabilities provides the public school with an early intervention program that assists the preschooler with getting ready for kindergarten.

Procedures

Six stories were presented to the children using three different instructional strategies: 2 using story telling only, 2 using story telling with a visual aid, 2 using and story telling using puppets.

In the first strategy, the teacher told the story to the children using only verbal instruction. Children were then asked to retell the story from recall. The teacher verbally cued the children when needed by asking questions such as: "What happened first?" or "What did Nikki ask his Grandma for?" or "... and then what happened?"

In the second strategy, the teacher told the story using a visual aid, such as a Big Book or picture sequencing cards, as an additional manipulative. Children were asked to retell the story after it was read by using the pictures as cues, as well as a verbal prompt, when needed.

In the last strategy, the teacher told a story using a Big Book and puppets. Children were asked to retell the story using puppets, and verbal prompting when needed, as well as looking at the illustrations in the Big Book when needed.

Data was gathered by using the children's retelling of each story as an assessment tool for knowledge of sequence and accuracy. A teacher- made form was used which calculated the number of events per story, and which recorded the number of events recalled by the child from each story. All sessions were audio-taped

Results

In the story retellings, the number of details were recorded and measured against the teacher made form which determined the amount of sequences, or episodes each story contained. If a child mentioned an episode even partially, it was recorded as a recall. The 2 scores per telling mode (oral, visual, and puppets) were combined, averaged, and then compared with one another.

Table 1 presents the mean, standard deviation and t for the story retellings using

Table 1

Visual and Oral Retellings

Sample	M	SD	t
Visual	54.55	12.22	
Oral	36.00	13.00	2.33

Significant <.05

visual cues and retelling by auditory memory only, which has been labeled "Oral Retelling". Results revealed a significant difference between the visual and oral retellings (<.05) showing a higher score for recall when using a visual manipulative over the oral retellings.

Table 2 presents the mean, standard deviation, and t for story retellings

Table 2
Visual and Puppet Retelling

Sample	M	SD	t
Visual	54.55	12.22	
Puppet	73.14	18.91	-1.85

Not Significant

using a visual manipulative and using puppets as a manipulative. Results revealed no significant difference between the two modes.

Table 3 presents the mean, standard deviation, and t score for oral story retelling,

Table 3
Oral and Puppet Retellings

Sample	M	SD	t
Oral	36.00	13.00	
Puppet	73.14	18.91	-3.62

Significant <.01

and using puppets. Results revealed a significant difference (<.01) between oral story retelling and retelling the story using puppets, showing a greater score for recall using puppets over the oral retellings.

Conclusions

The purpose of this study was to see what effect, if any, the use of manipulatives had on a child's ability to recall events when retelling a story. Results indicated that

using manipulatives increased the child's recall, and had a positive impact on story retellings, which disproves the hypothesis put forth.

It is apparent that when either manipulative, such as pictures or puppets, were used, it enabled the child to recall more detail. It is interesting to note that although there was no significant difference when comparing puppets and visual manipulatives, there was a much greater significance between using puppets and oral story retelling ($<.01$) than using visual manipulatives and oral story retelling ($<.05$).

Implications for Reading

This study supports the importance of active involvement in a young child's comprehension and reconstruction of a story. When a child is actively reconstructing a story, it helps him to develop the sense of story.

Visual cues, such as pictures, provide a concrete aid that enables the child to reconstruct the story in greater detail.

Playing out the story using puppets helps to develop an understanding of characters and their motivations, events such as cause and effect, as well as learning stories have a beginning, middle, and ending.

Using manipulatives such as puppets to retell a story also seems to develop a literary awareness and appreciation in the child. Educators should provide opportunities for children to retell stories using puppets or play.

It would be interesting to see if children would choose to carry over story reconstruction when not required to do so. Teachers should offer it as an option during playtime.

Using Manipulatives To Retell A Story:

Related Literature

Language Development

The intent of language is to communicate meaning from one person to another. In oral language development, children learn language through the social interaction that takes place between themselves and adults in their environment (Altwerger, Dehl-Faxon, Dockstader-Anderson, 1985). The focus in oral language is on the meaning rather than the form.

The adult's role is to act as a facilitator and provide a natural extension on the child's language patterns. According to Chomsky (1972), what the child learns as s/he acquires language is a complex system of rules that enable him or her to understand and produce sentences of language. These rules are internalized from what the child hears by a process of active construction.

A main concern for educators dealing with the preschool disabilities population is in the area of language development. Teachers need strategies to enhance language acquisition. The Report on the Commission on Reading states that reading must be seen as part of a child's general language development and not as a discrete skill isolated from listening, speaking, and writing.

Language and Literacy

Reading instruction builds on oral language (Anderson, Hiebert, Scott, & Wilkinson, 1985). In Chomsky's study (1972) of stages of language development and reading exposure, a strong correlation was found between the number of reading exposure measures and language development among 36 6-10 year olds. In a week long

survey conducted not to determine reading ability, but to determine how an engaged reader puts information to use to help with syntax of language, Chomsky found reading and listening to books positively related to the child's linguistic stage. The children in a higher linguistic stage were read to by more people and exposed to higher complexity levels of literature than those children at lower linguistic stages.

The overall purpose of any language and literacy event is for the construction of meaning. The adult facilitates through expanding, extending and clarifying the written form to make the text meaningful and relevant to the child (Altwerger, Dehl-Faxon, and Dockstader-Anderson 1985).

A strategy studied by Altwerger et al (1985), to facilitate comprehension was the read-aloud. Read-alouds, like oral language, are finely tuned to the experiential, linguistic and literary background of the child. "It provides access to written language through the oral reading mode until the child no longer needs this assistance" (Altwerger et al, 1985, p.483). The purpose was to construct meaning from the text as opposed to focusing on the precise or approximate reading of the print.

Mother-child dyads were observed over a 6-month period of time. Mothers interacted with their children by expanding on comments made about the pictures, and then relating the children's personal experiences to the story. As the child became more familiar with the story, mothers began moving toward the written script of the text. Interactional strategies by the mothers were observed to decrease as the child's background knowledge expanded.

Sulzby (1985), found children developed tremendously through interacting with storybooks. A pattern found among the children was that they went from treating

individual pages as a unit, to thinking about the book as a whole. This indicated that the child was becoming aware of narrative form rather than small sentence units in which to derive information. Sulzby also found that exposure to written language became evident in the child's speech. The child who was exposed to the language of text incorporated it into his or her oral language.

The above studies reveal a link between language and literacy development. Another important element that affects construction of language and literacy is schema.

Schema

Early development of the knowledge required for reading comes from experiences in talking and learning about the world, and talking and learning about written language (Altwerger et al, 1985). Reconstruction of the text is making meaning of the print based on previous experience and general knowledge of how language works.

According to Piaget 's cognitive development theory (1968), children develop through their activity. Their world is tied to actions or sensory experience in their environment. Children are egocentric. Their first words are centered on their own actions.

Transmitting information from the page to the child's head by drilling the child with questions cannot foster comprehension. Learning occurs when one creates a personal interpretation (Hoyt, 1992). The child personalizes the information and internalizes a connection between what is new and what is already known. Teachers need to help activate children's senses during the interaction of the text.

Studies (Brown, 1975; Morrow, 1985; Peligrini & Galda, 1982) indicate that eliciting children's active responses to literature enables them to integrate information and relate it to various parts of the story. Morrow (1985) states active participation in literary experiences helps develop comprehension, sense of story and oral language. When the child actively participates in the story process, it allows him or her to make it a part of themselves, which helps the child to internalize the experience into his or her schema.

Teaching reading should include the development of schema, metacognition, and oral language while focusing on literature (Colvin, 1992). Strategies such as interactive storybook reading can be used to build language and literacy understandings and basic world knowledge that are essential for the successful acquisition of reading and writing ability.

In the Klesius, Griffith study (1996), 10 kindergarten children were identified by their teacher as being below other students in language and literacy development. These students were observed as being least attentive when stories were being read. Students were broken down into groups of five to allow more opportunities to participate in the reading activity. The teacher guided the student's comprehension through drawing attention to information found in illustrations, asking prediction questions, and sharing related experiences. The teacher was also responsible for taking cues from the children, knowing their existing knowledge and their ongoing comprehension of the story.

Results indicated active participation from these students provided more enjoyment for their learning experiences. Results also indicated that the more actively

involved the students were, the better able they were to integrate new information to answer comprehension and recall questions.

Story Retellings

Although a child may have a developed language structure, it needs to be determined if this child can generalize this structure freely and appropriately to other areas of his life. If not, then the structure may not have been employed by the child as a tool to help organize his thinking (Blank & Solomon, 1969).

Story retelling may be considered as a need to produce more processing and verbal exchange by the child as opposed to simple rote recall. Increasing the complexity of the task through story retelling provides more information for comparison because it includes a variety of sentence structures. For this reason a story telling task as a means of assessment of the child's language performance was studied (Blank & Frank, 1971).

One aim of this study was to compare the effects of varying the mode of presentation to require active involvement from the child versus presenting it in a way that permitted the child to play a more passive role.

The subjects included 34 children selected from day care centers and were placed into two groups, evenly matched in age, IQ and ethnic background. The age range was 4 years 4 months to 6 years 0 months.

The children were told they were going to hear a story, and that after the story was completed, they would have to tell it. One group was asked to repeat each sentence

during the telling of the story. This required active participation on the part of the child. After this was completed, the story was read again without interruption.

In the second group the story was presented twice, but each time it was read without interruption. This group of children was considered to be passive listeners. Both groups were then asked to retell the story, and then asked a series of questions.

Results indicated children who were actively involved were superior in recalling the story than the children who were passively listening. Results also indicated that the active participants were able to elaborate on the meaning of the sentences they were asked to repeat. The implications of this study are that active participation enhances story recall and comprehension. Story retelling requires active involvement.

Research suggests story comprehension can be facilitated when the child is asked to reconstruct the story. The child's ability to retell a story is not only dependent on participation from the child, but also upon the structure of the story.

If a story has a poor structure, it will be difficult for the child to organize the information needed to retell the story. A well-organized story structure will help the child develop story schema. Whaley (1981) defines story schema as an individual's mental representation of the story components and the way these components fit together.

Schema is involved in story structure and recall. Mandler & Johnson (1977) found that more structure in the story enhanced recall and sequencing of sentences from the students.

Well- formed stories have a setting, theme, plot, and resolution. Morrow (1985) states that from hearing well-formed stories, children can predict what will happen next in an unfamiliar story on the basis of their awareness of its structural elements.

In Thorndike's study of structure and content variables on memory and comprehension (1977), it was found that people frequently use memory to comprehend sequences and situational context, rather than isolated and unrelated words or sentences.

Thorndike supposed that the extent of structural information used to construct plot frameworks, into which particular events of a story are mapped, should influence the ability to comprehend and remember the story.

Subjects were asked to recall a story plot with a narrative form to one whose structure had limited narrative organization. The theme of the latter was repositioned from the beginning of the passage to the end. Subjects were unable to remember the events in a sequence because it did not make sense and therefore was difficult to integrate. Results indicated that narrative discourse needs organizational structure for comprehension and memory. The presentation of story structure is important as it can affect recall.

Hansen's (1978) study of story retelling for evaluation of reading comprehension found that the student's ability to retell a story is developmental. Hansen found children who were able to retell a story tended to obtain higher scores on comprehension questions. "Learning Disabled student's reading comprehension may be enhanced merely by encouraging them to retell a story more fully" (Hansen, 1978, p.68).

Morrow conducted a study in 1985 in which kindergarten children would retell a story after listening. Morrow's expected outcome was that retelling would improve comprehension.

After reading a story to the children, a brief discussion of the story was conducted. The control group was asked to draw a picture of the story. The experimental

group was asked to retell the story. Some guidance such as "what comes next" was given to encourage the retelling process.

Results indicated children needed much guidance and practice to retell a story. Frequent retellings with guidance did produce a much higher effect in the experimental group than the picture drawing in the control group. Children improved in areas of story structure, sequencing, oral language and retelling, and in overall comprehension of the story.

Story Retellings and the Preschooler

Studies suggest that a child's literacy development is influenced by the type and amount of verbal interaction that takes place between an adult and a child during story reading (Flood, 1977; Heath, 1982; Ninio, 1980; Teale, 1981; Teale & Sulzby, 1987). Read alouds involve social interaction in which both participants are constructing meaning from the text.

The task of retelling a story verbally may present difficulty for the young preschooler (Chomsky, 1972). At this age, the development of oral language is still in progress. This is not to say the preschooler should not be expected to retell stories. On the contrary, it is an important strategy for language acquisition. However, the preschooler may need help to reconstruct the story.

Piaget (1968) believes at this stage, recognition is superior to recall because it can rely on perception, while recall requires mental imagery or language. Brown (1975) believes a visual aid will help the child to reconstruct the story. She defines story

reconstruction as children thinking about the individual story events and story sequences, and then sequentially arranging pictures of the story.

Brown (1975) studied 90 kindergarten and second grade children and exposed them to pictures consisting of line drawings of animals (representing characters), and common objects (representing an association with the characters). Stories were then told in an ordered, random, or own story form.

The children were told they were going to hear a story, and then would have to tell the story back. Ordered story telling consisted of the facilitator placing the pictures in order as the story was being read. In the random story telling, pictures were placed in order but the narrative was not presented in a logical sequence. Own story consisted of placing the pictures in a specific order and having the children tell their own version.

The pictures were then placed out of sequence and the children were asked to recall the story. Story reconstruction was facilitated by asking questions such as which picture came first. Subjects were allowed to actively rearrange the pictures.

Results indicated the story presented in logical sequence was retained best. Reconstruction of the subject's own story was better than random recall. The lack of recall may have been due to the low level of expository skill the subjects possessed. Implications of this study are that using a visual aid while reading to the children may enhance story sequence and recall. Implications of the above combined studies show a need for strategies that guide and involve the child actively in order to enhance the preschooler's literacy development.

Retelling Stories Through Play

Preschool children are at an age where play is an important part of their every day lives. It is an active involvement which uses the children's bodies and voices as a way of communicating their understanding (Hoyt, 1989).

Thematic play fantasy has been defined as children enacting roles and themes not related to their personal experience (Saltz & Johnson, 1974). The Saltz et al (1977) study found children in play groups performed higher than the other groups in a number of cognitive measures, including story comprehension.

Other researchers (Rubin, 1980; Sachs, 1980) have noted that linguistically transforming roles and props and peer interaction, which are specific elements of play, enable children to reconstruct events and sequences in a story. Verbally transforming roles and props helps children acquire the narrative function of language, for example, story telling and talking about past events. (Sachs, 1980).

The Pelligrini and Galda study (1982) was designed to test the extent to which various modes of story reconstruction affected story comprehension. The subjects were 108 children, 54 boys and 54 girls, attending a school in rural northeast Georgia, taken randomly from grades K, 1, & 2. Nine groups of 4 children were formed from each grade, and assigned randomly to one of three treatment conditions: thematic-fantasy play, discussion, or drawing.

The recall task had children retelling the story and was measured on story structure and sequence. The thematic playgroup was asked to "play" the story out. Encouragement was given through questioning and offering suggestions from the experimenter.

The discussion group was asked questions about the story after it was read. The drawing group was given crayons and paper, and asked to draw as much about the story as they could remember.

The results indicated that when measuring story-related comprehension, kindergartners and first graders engaging in play scored the highest. Discussion groups were more effective than the drawing groups.

Both discussion and play groups were able to retell aspects of the story. However, comprehension was most effectively facilitated when children's concepts of stories were accommodated to peers' story concepts through play (Pelligrini & Galda, 1982).

It was also found that the older children were able to retell the story through discussion and drawing as well as through play. However retelling through drawing involved no interaction among peers.

The results from this study indicate that children are not able to recall stories completely until they are about 8 years old. However, kindergarten and first grader's story comprehension was improved when they reconstructed the story through thematic play fantasy. When role playing stories, active involvement and peer interaction contributed to the child's increased performance.

Drama is an effective means of promoting the use of language and encouraging various responses to literature (Colvin, 1992). Role-playing involves retelling stories through the use of language and peer interaction. Vygotsky (1978) stated that dramatization leads to the development of decontextualized language. It develops

syntactic knowledge through drama, and provides vocabulary exposure to different types of discourse.

According to Teale (1982), reading is children's involvement in reading activities. It is the social collaborative interactions that are significant to the child's development.

Vygotsky (1978) believes literacy develops through social interactions. Higher order thinking occurs as a result of social relationships that have been internalized.

Drama is an activity that incorporates social interaction as children rely on one another to role-play a story.

In the Amato, Emans, and Ziegler study (1973), of fourth and fifth graders in the library setting, drama was employed as a means to retell the story. The control group read and discussed the stories. The experimental group read the story, and then told to come back with a way to act it out. Results indicated interest and reading achievement were enhanced through drama.

Dramatizing books is a good activity for the preschool child. There is a natural desire to act out stories because they already use pretend in their play. Preschoolers use make- believe as a way of understanding life around them. A child can take on the role of storyteller before reading and writing occurs (McMaster, 1998).

Using puppets is an effective way to enhance reading and language instruction for shy children who are not comfortable performing or speaking in class (Colvin, 1992; Morrow, 1993). Instead of the child, it is the puppet that becomes the performer.

Drama requires the same skills needed for reading comprehension, expression of details of plot, character, sequence of events, and cause and effect relationships (Ross & Roe, 1977). It is a good tool to use as an assessment as it requires one to retell the story.

Story retelling has an advantage over questioning by facilitating qualitative analysis of a student's ability to organize and integrate information (Hansen, 1978). Hansen proposes retelling is good for assessment in the classroom. Some students may still present the retelling of a story in a disjointed and disorganized fashion. Retelling could lead to information on how the student structures and integrates his or her information.

Retelling indicates something about the reader's assimilation and reconstruction of the text information, and therefore reflects comprehension. Although it works well as an assessment tool, it needs to be recognized as a strategy as well. Children need the opportunity to develop the ability to organize and retell information (Durkin, 1978).

In a survey conducted by Morrow (1982), teachers stated that using story retelling as a strategy was time consuming and difficult for children. There needs to be more documentation to show its educational value.

Summary

Retelling stories requires an active involvement that capitalizes on the preschooler's natural inclination to play. It incorporates and expands the child's schema by using experiences and practice to develop language, and to understand the language of text. Schema is also expanded by the social interaction among peers as it provides the child with viewpoints of others.

"Studies carried out in social settings illustrate that active participation in literacy experiences enhance comprehension of story and sense of story structure. Role-playing

stories they have heard, retelling them, and reconstructing them through pictures enable children to relate parts of a story, integrate information, and interact with teachers and other children" (Brown, 1975; Morrow, 1985b; Pelligrini & Galda, 1982; as cited by Morrow, 1993, p. 119).

Retelling stories is a holistic strategy that incorporates all areas of the language arts, including listening, speaking, reading, and writing. For the preschooler, it is a valuable tool in developing oral language, and provides a strong link between language and literacy.

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Appendices

Appendix A: Oral script for "Johnny Appleseed"

A long time ago, there weren't any apple trees in America. Then a man named Johnny Appleseed came over on a boat. He packed apples in his backpack for his snack. Once he landed in America, he saw there weren't any apple trees, so when he finished eating his apple, he planted the seeds.

First, he dug a hole in the dirt. Then he put the seed in the hole. Then he covered the seed with dirt. He watered the seed to help it grow.

Soon the seed began to grow. At first it was small, but then it grew into a tree. When the tree was done growing, apples started to grow.

Johnny liked to camp, so he traveled all over the land. And wherever he stayed, he would plant apple seeds. Soon there were apple trees every where. And it's all because of Johnny Appleseed.

Thank you Johnny Appleseed!

Appendix B: Oral script for "Friendship Soup"

Once upon a time, there was a young man who had been walking for a very long time. He was tired and hungry, but there was not a house in sight. Soon he came to a town. He knocked on the door to one of the houses.

An old woman answered the door. He said: "Hello. I've been walking for a very long time. I'm tired and I'm hungry. Do you have a place for me to sleep for the night and some food for me to eat?"

The old woman replied: "You may come in and lay by the fire, but I do not have any food to give you. Our town is very poor and we hardly have enough food to feed ourselves."

The young man had an idea. He took the old woman's big black pot and set it on the fire outside the house. He added water to the pot and began to stir.

Soon a little boy came along and asked the man what he was doing.

"I'm making friendship soup," replied the man, "and it's almost done. But it sure would taste better if we had a carrot."

The boy said: "I have a carrot at home." He ran home and came back with the carrot. He put it in the soup.

"Thank you for sharing," replied the young man.

A farmer was riding by and saw the young man stirring the pot. He also wanted to know what the young man was doing. The farmer gave the young man potatoes from his sack to put in the soup, and the young man told him: "Thank you for sharing."

A teacher walking by added an onion. A brother and a sister put in tomatoes. A policeman shared some peas. Soon the whole town had given the young man something to put in the soup.

At last the soup was done. There was enough for the whole town to eat for dinner. No one left the old woman's house hungry. And they all said: "Thank you for sharing."